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ABSTRACT

This comprehensive handbook focuses on literacy issues in grades 4-9. It is a reference guide that covers everything from the role of the principal and the characteristics of the learners to teaching the gifted and motivating the reluctant learner. Chapters offer an array of examples of student work, classroom vignettes, sample lessons, and step-by-step descriptions of instructional strategies. The book is in 3 main sections. Part One, The Literacy Program in the Intermediate and Middle Grades, contains the following chapters: (1) "The Role of the Teacher in the Literacy Program" (Nancy Farnan); (2) "The Role of the Principal in the Literacy Program" (Dana L. Grisham, Diane Lapp, and James Flood); (3) "The Role of the Literacy Specialist" (K. Denise Muth and Shawn M. Glynn); (4) "Settings for School Literacy Programs" (David W. Moore); (5) "Encouraging Family Involvement in the Intermediate and Middle Grades" (Timothy Rasinski and Gay Fawcett); (6) "Building Alliances, Building Community, Building Bridges through Literacy" (Laurie Stowell); and (7) "Standards in the Middle: Moving Beyond the Basics" (Sharon O'Neal and Barbara Kapinus). Part Two, Literacy and the Intermediate and Middle School Learner, contains the following chapters: (8) "Developmental Tasks of Early Adolescence: The Foundation of an Effective Literacy Learning Program" (Judith L. Irvin and Susan E. Strauss); (9) "Motivation Matters: Fostering Full Access to Literacy" (Linda B. Gambrell, Ann J. Dromsky, and Susan Anders Mazzoni); (10) "'You Want To Read What?' Giving Students a Voice in Their Own Literacy and in the Literacy Program" (Tom Liner and Deborah Butler); (11) "Students with Learning Disabilities and Literacy Issues" (Bob Algozzine, John Beattie, Bob Audette, and Monica Lambert); (12) "Exemplary Schooling for Intermediate and Middle School Students Acquiring English" (Josefina Villamil Tinajero and Sandra Hurley); and (13) "Language Arts Adaptations: Fitting Literacy to Linguistically Gifted Learners" (Shelagh A. Gallagher). Part Three, Promoting Literacy in the Classroom: Research into Practice, contains these chapters: (14) "Interdisciplinary Units: An Introduction to Integrated Curriculum in the Intermediate and Middle School" (Jeanneine P. Jones); (15) "Integrating Language Arts with the Content Areas" (Karen Bromley); (16) "Helping Struggling Learners Read and Write" (Karen D. Wood and William Dee Nichols); (17) "Using Picture Books with Older Children" (Miriam Martinez, Nancy L.

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Roser, and Susan Strecker); (18) "Spelling in the Middle" (Charles Temple); (19) "Big Words for Big Kids: The Morphology Link to Meaning and Decoding" (Patricia M. Cunningham); (20) "Literature Circles, Book Clubs, and Literature Discussion Groups: Some Talk about Book Talk" (Nancy L. Roser, Susan Strecker, and Miriam G. Martinez); (21) "Technological Literacy in the Intermediate and Middle Grades" (Robert J. Rickelman and Robert M. Caplan); (22) "Visual Literacy: Some Important Considerations for Tomorrow's Classrooms" (Diane Lapp, James Flood, and Wendy Ranck-Buhr); (23) "Promoting Independent Study Strategies in the Classrooms of the Twenty-First Century" (Paul Cantu Valerio and John E. Readence); (24) "Critical Thinking and Discussion" (Dera Weaver and Donna Alvermann); (25) "The Enhanced Concerns Framework: A Helpful Heuristic for Working with Middle School Writers" (Debra Bayles Martin and James V. Hoffman); (26) "Literacy as Performance: The Power of Creative Drama in the Classroom" (Patricia Douville and Janet Pinke); (27) "Preparing Intermediate and Middle Grades Students To Be Document Literate" (Cathleen D. Rafferty); (28) "Responding to Research in Grouping: Flexible Grouping in the Middle Grades" (Jeanne R. Paratore and Rachel L. McCormack); and (29) "Literacy Assessment: What Should We Use?" (Roger Farr). (SR)

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